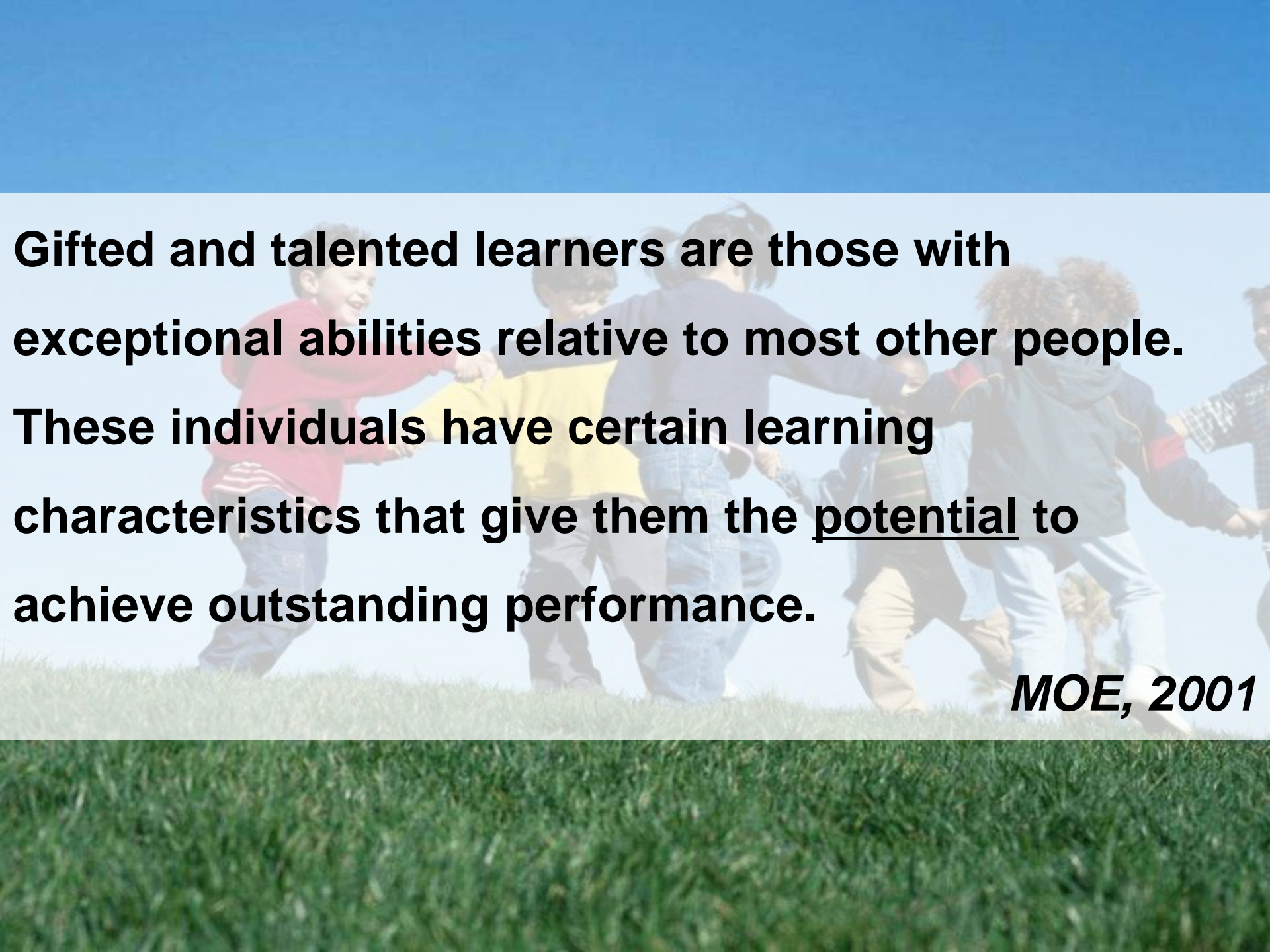
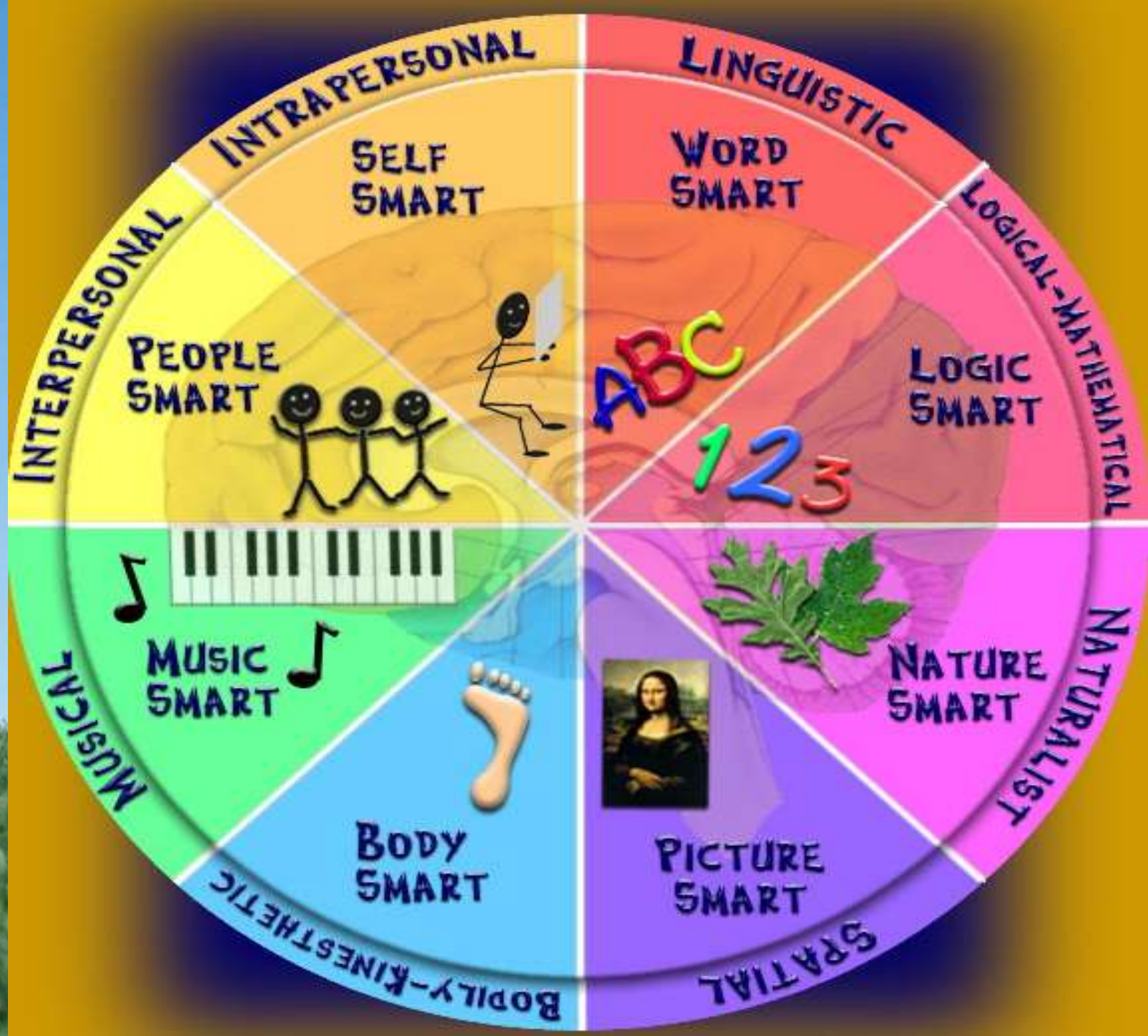


Effective Teachers of the Gifted and Talented: What Makes the Difference?

A group of diverse children are running happily on a grassy field under a clear blue sky. The children are wearing various colorful clothing, including a red shirt, a yellow shirt, and a blue jacket. They are all smiling and appear to be in motion, running towards the right side of the frame. The background is a bright blue sky with a few wispy clouds.

Gifted and talented learners are those with exceptional abilities relative to most other people. These individuals have certain learning characteristics that give them the potential to achieve outstanding performance.

MOE, 2001



Gifts

- ▼ intellectual
- ▼ physical
- ▼ social
- ▼ creative
- ▼ spiritual
- ▼ ??????

Catalysts

- ▲ personality
- ▲ parents
- ▲ teachers
- ▲ friends
- ▲ opportunities
- ▲ interests
- ▲ chance

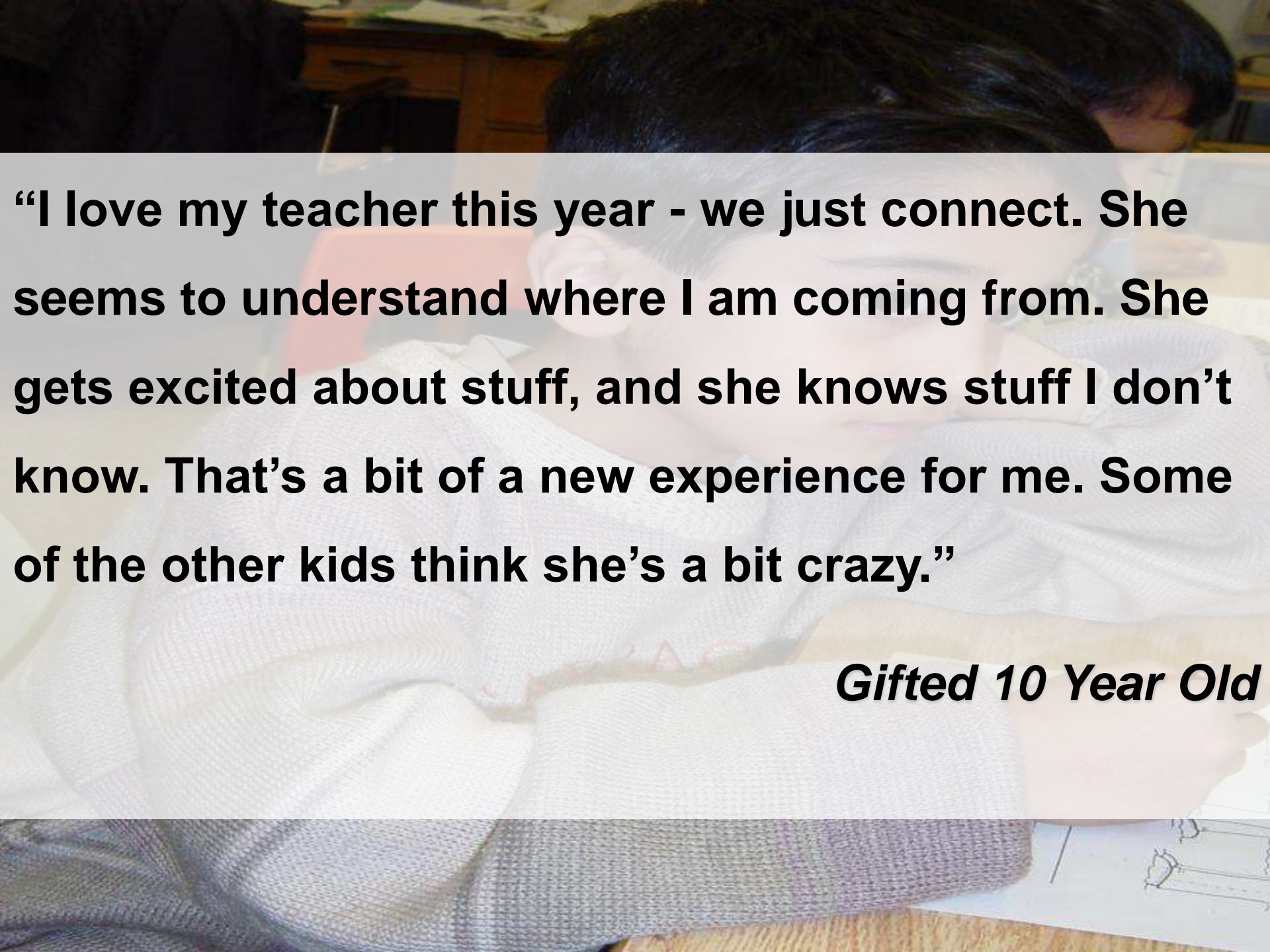
Talents

- ▼ scientist
- ▼ poet
- ▼ golfer
- ▼ surgeon
- ▼ politician
- ▼ counsellor
- ▼ minister
- ▼ teacher
- ▼ carver
- ▼ historian
- ▼ musician
- ▼ engineer
- ▼ architect
- ▼ gymnast
- ▼ financier
- ▼ inventor
- ▼ nurse

Effective Teachers of the Gifted and Talented

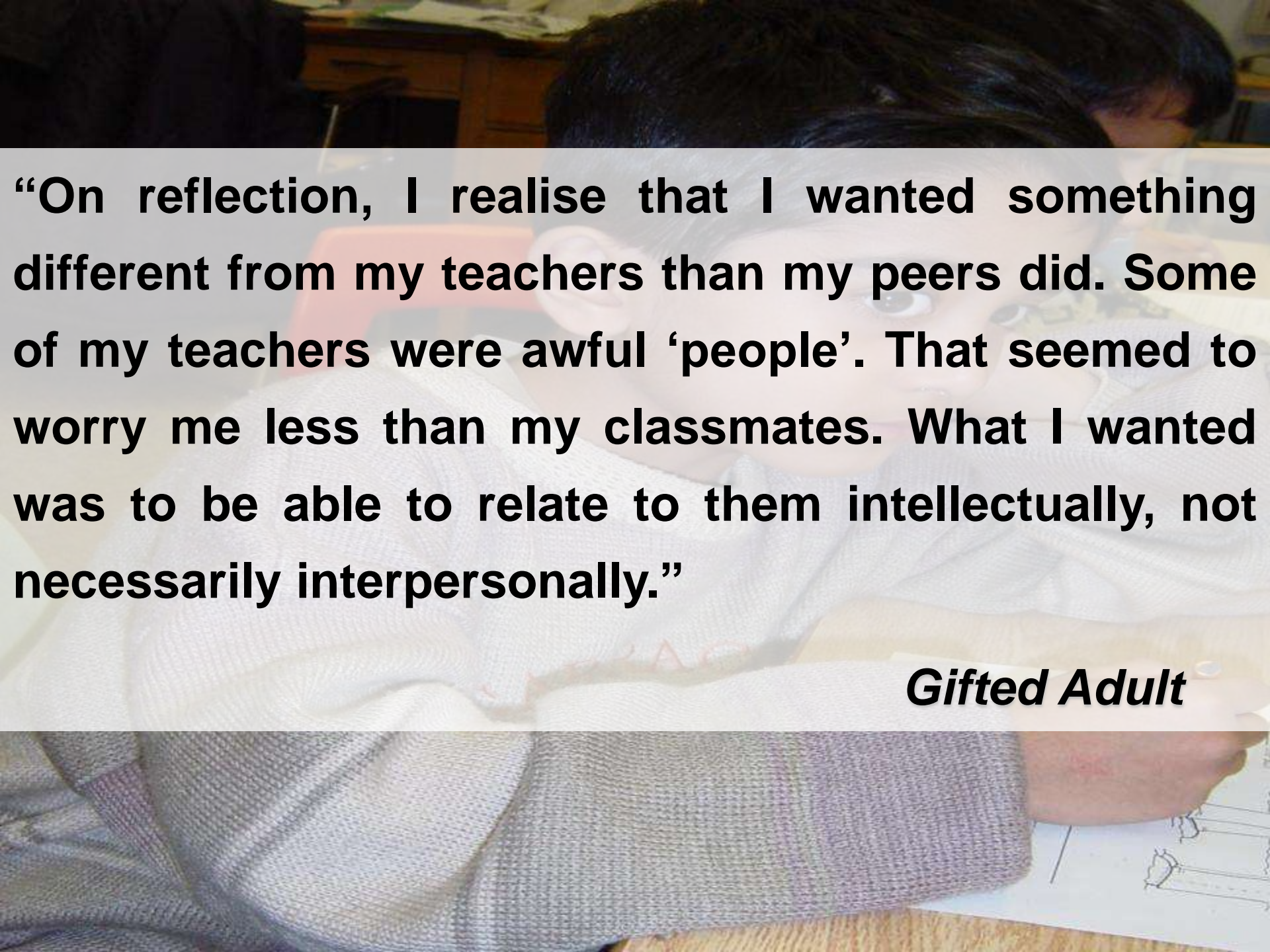


★ Model and foster a love of learning
and an inquiring mind



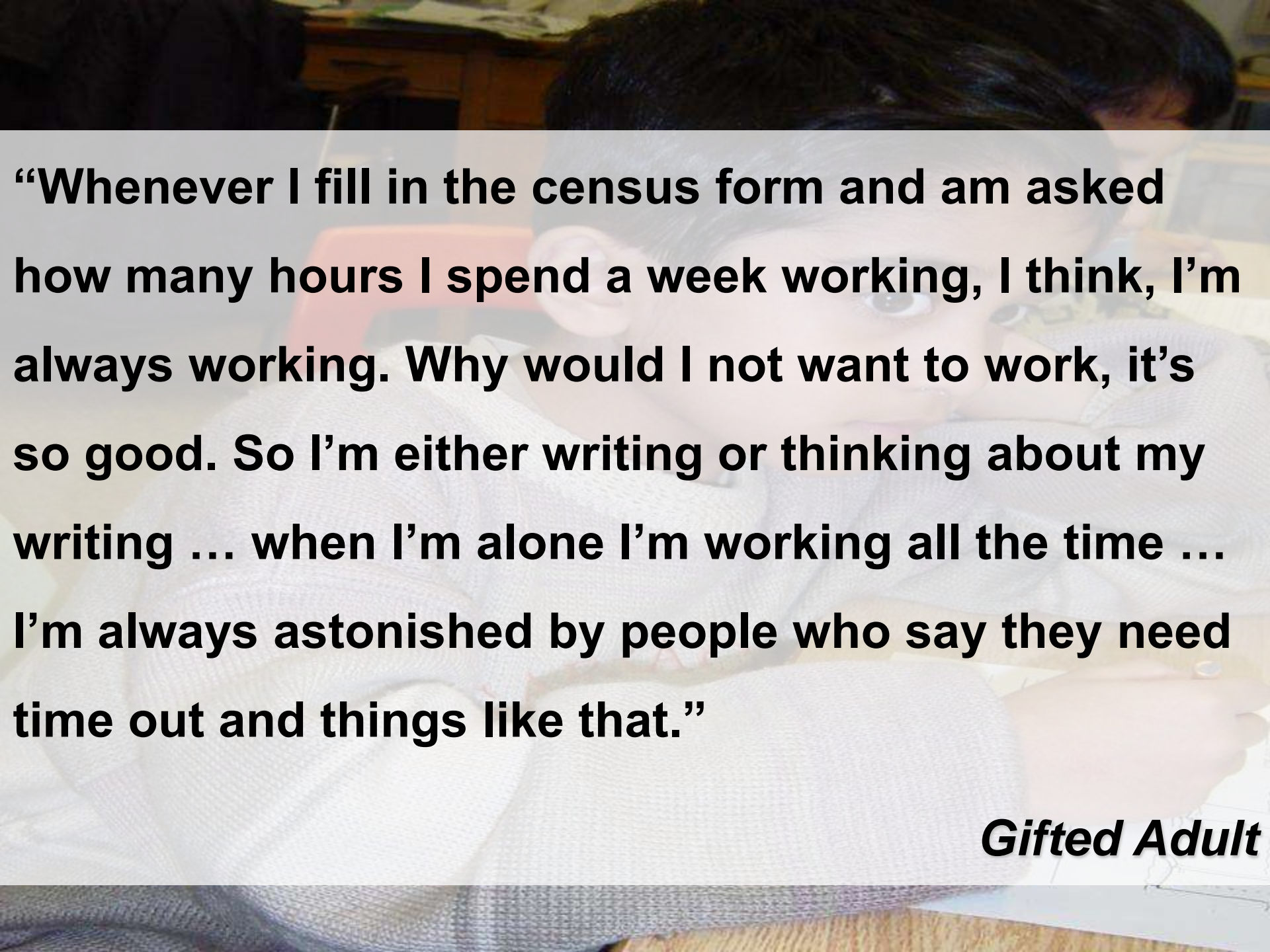
“I love my teacher this year - we just connect. She seems to understand where I am coming from. She gets excited about stuff, and she knows stuff I don’t know. That’s a bit of a new experience for me. Some of the other kids think she’s a bit crazy.”

Gifted 10 Year Old

A background image showing a child with dark hair, wearing a light-colored sweater, sitting at a desk and writing in a notebook. The child's hands and the notebook are visible in the foreground, while the child's face is partially visible in the background. The text is overlaid on this image.

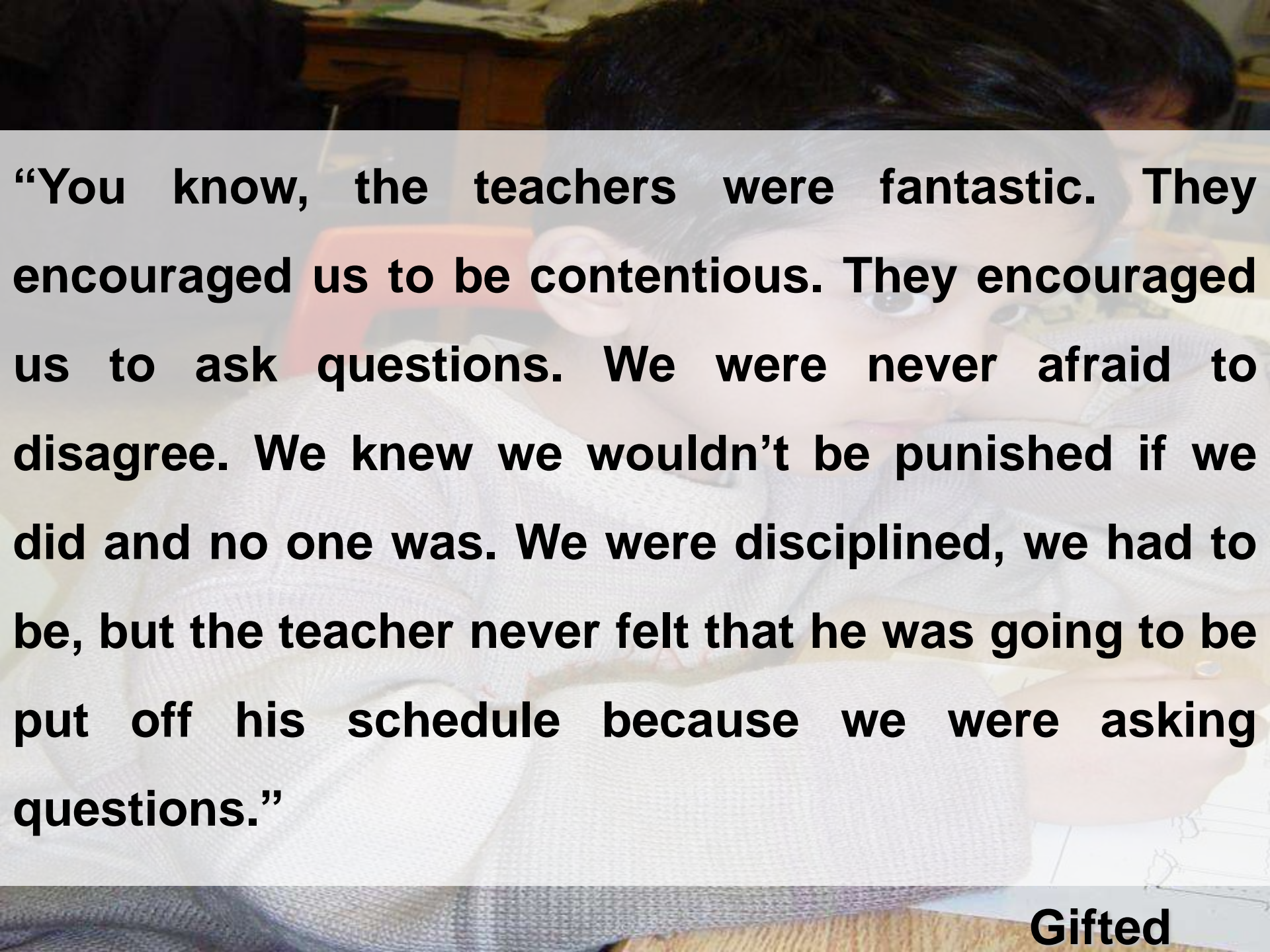
“On reflection, I realise that I wanted something different from my teachers than my peers did. Some of my teachers were awful ‘people’. That seemed to worry me less than my classmates. What I wanted was to be able to relate to them intellectually, not necessarily interpersonally.”

Gifted Adult



“Whenever I fill in the census form and am asked how many hours I spend a week working, I think, I’m always working. Why would I not want to work, it’s so good. So I’m either writing or thinking about my writing ... when I’m alone I’m working all the time ... I’m always astonished by people who say they need time out and things like that.”

Gifted Adult



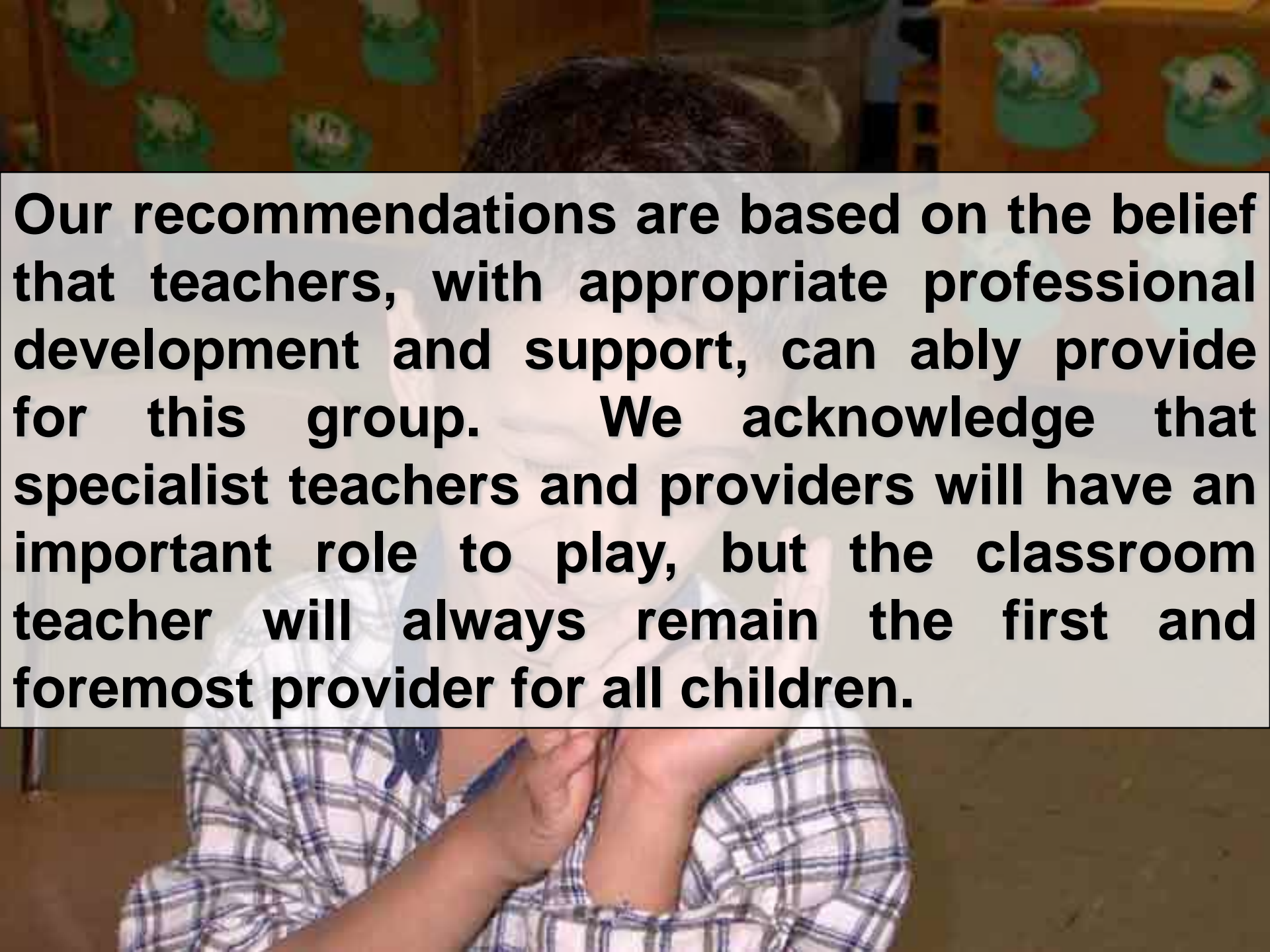
“You know, the teachers were fantastic. They encouraged us to be contentious. They encouraged us to ask questions. We were never afraid to disagree. We knew we wouldn’t be punished if we did and no one was. We were disciplined, we had to be, but the teacher never felt that he was going to be put off his schedule because we were asking questions.”

Gifted

Effective Teachers of the Gifted and Talented



‘Plan’ to meet the needs of gifted and talented students



Our recommendations are based on the belief that teachers, with appropriate professional development and support, can ably provide for this group. We acknowledge that specialist teachers and providers will have an important role to play, but the classroom teacher will always remain the first and foremost provider for all children.

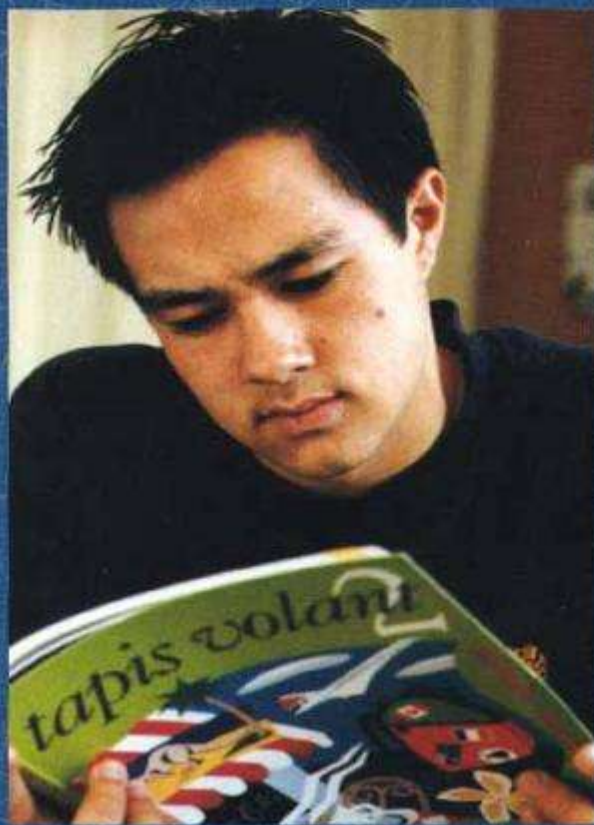


MINISTRY OF EDUCATION

Te Tahiwhiri o te Mātauranga

Gifted and Talented Students

Meeting Their Needs in New Zealand Schools



The Key Questions to Address in Developing an Effective Policy

Why?

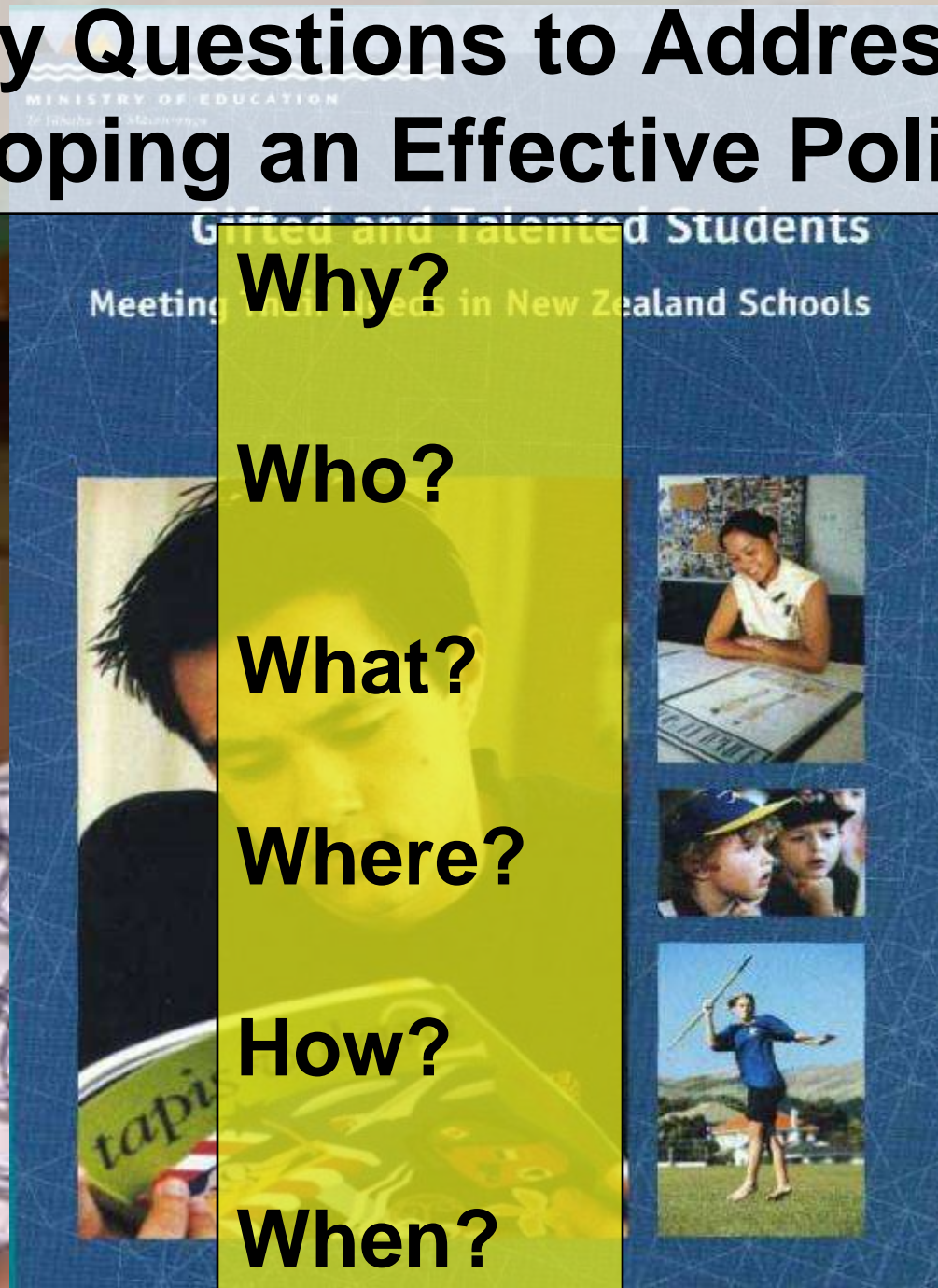
Who?

What?

Where?

How?

When?



Teacher Activity

You are planning a unit of work on the topic of 'Leaders and Leadership'. Choose two activities that are specifically designed to meet the needs of **the three most able students in your class.**

A young boy with dark hair, wearing a blue and white plaid shirt, is looking down at a small, dark, round object he is holding in his right hand. His left hand is raised near his face, with fingers slightly curled. The background is a plain, light-colored wall.

Activity

Rationale

Gifted Children



Precocity



**An insistence on marching to
their own drummer**



A rage to master

Ellen Winner

Enrichment Triad Model

Type I - general exploratory activities

Type II - group training activities - for example

- creative thinking, problem solving, critical thinking,
- decision-making, and affective processes
- how-to-learn skills
- research skills
- written, oral, and visual communication skills

Type III - individual and small group investigations of real problems

“MELLOW OUT,
THEY SAY.
IF I ONLY
COULD”

Intensities and
Sensibilities
of the
Young and
Bright



Michael M. Piechowski, Ph.D.

Foreword by Nicholas Colangelo, Ph.D.

<http://www.mellowout.us/>

PSYCHOMOTOR OVEREXCITABILITY

Rapid speech

Marked enthusiasm

Fast games and sports

Pressure for action








Compulsive talking and chattering

Impulsive actions

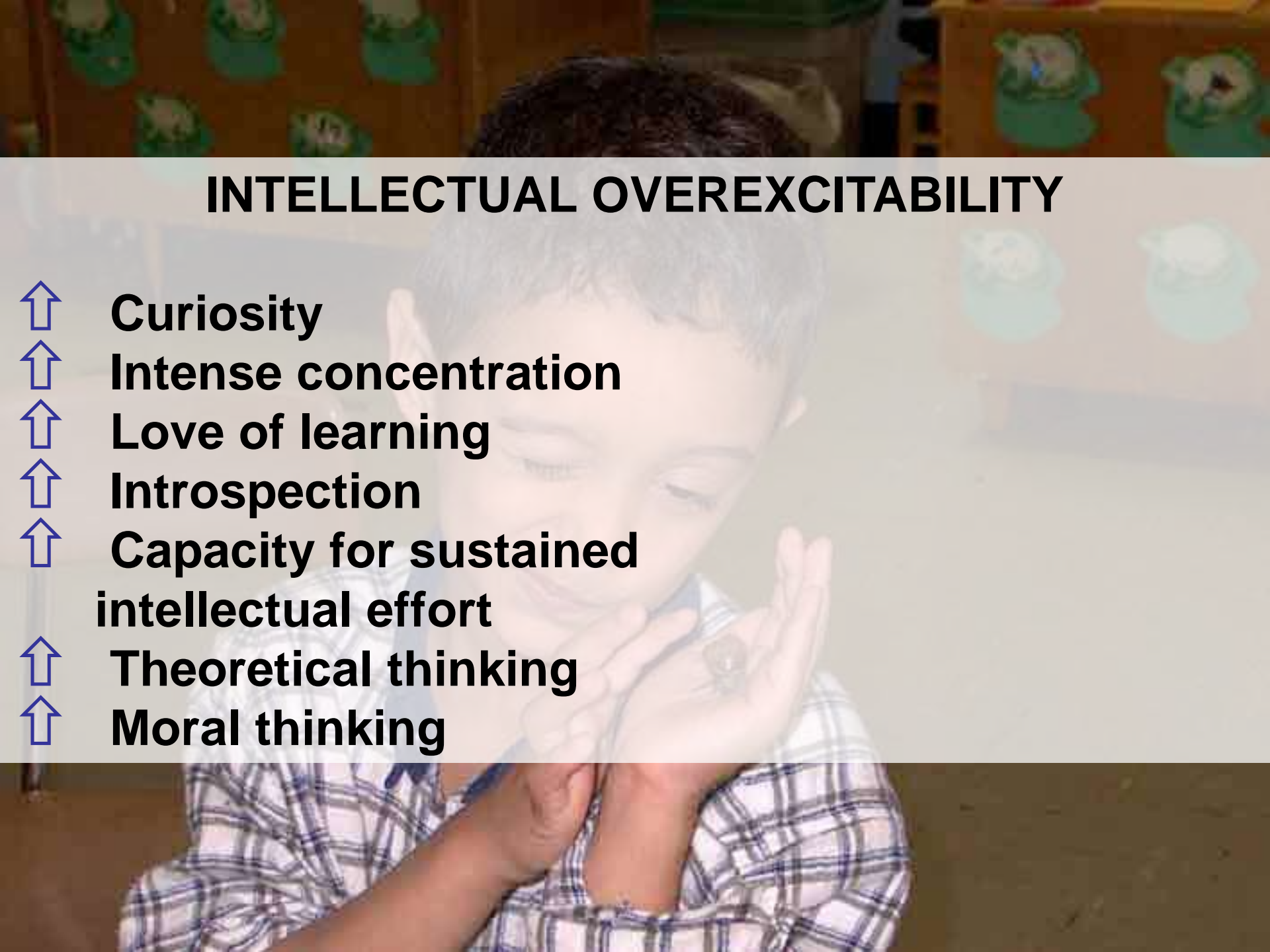
Nervous habits (e.g,nail-biting)



IMAGINATIONAL OVEREXCITABILITY

-  **Frequent use of image and metaphor**
-  **Facility for invention and fantasy**
-  **Facility for visualisation and imagery**
-  **Elaborate dreams**
-  **Mixing truth and fiction**
-  **Detailed visual recall**
-  **Fears of the unknown**

INTELLECTUAL OVEREXCITABILITY

- 
- ↑ Curiosity
 - ↑ Intense concentration
 - ↑ Love of learning
 - ↑ Introspection
 - ↑ Capacity for sustained intellectual effort
 - ↑ Theoretical thinking
 - ↑ Moral thinking

EMOTIONAL OVEREXCITABILITY

- ↑ Intensity of feeling
- ↑ Strong emotional ties and attachments
- ↑ Self-evaluation and self-judgement
- ↑ Identification with others' feelings/sensitivity
- ↑ Somatic expressions (tense stomach, blushing, flushing)
- ↑ Inhibition (timidity, shyness)
- ↑ Fears and anxieties/feelings of guilt
- ↑ Feelings of inadequacy and inferiority



SENSUAL OVEREXCITABILITY

- ↑ **Heightened sensory pleasure: seeing, smelling, tasting, touching, hearing**
- ↑ **Overeating**
- ↑ **Buying Sprees**
- ↑ **Sexual overindulgence**

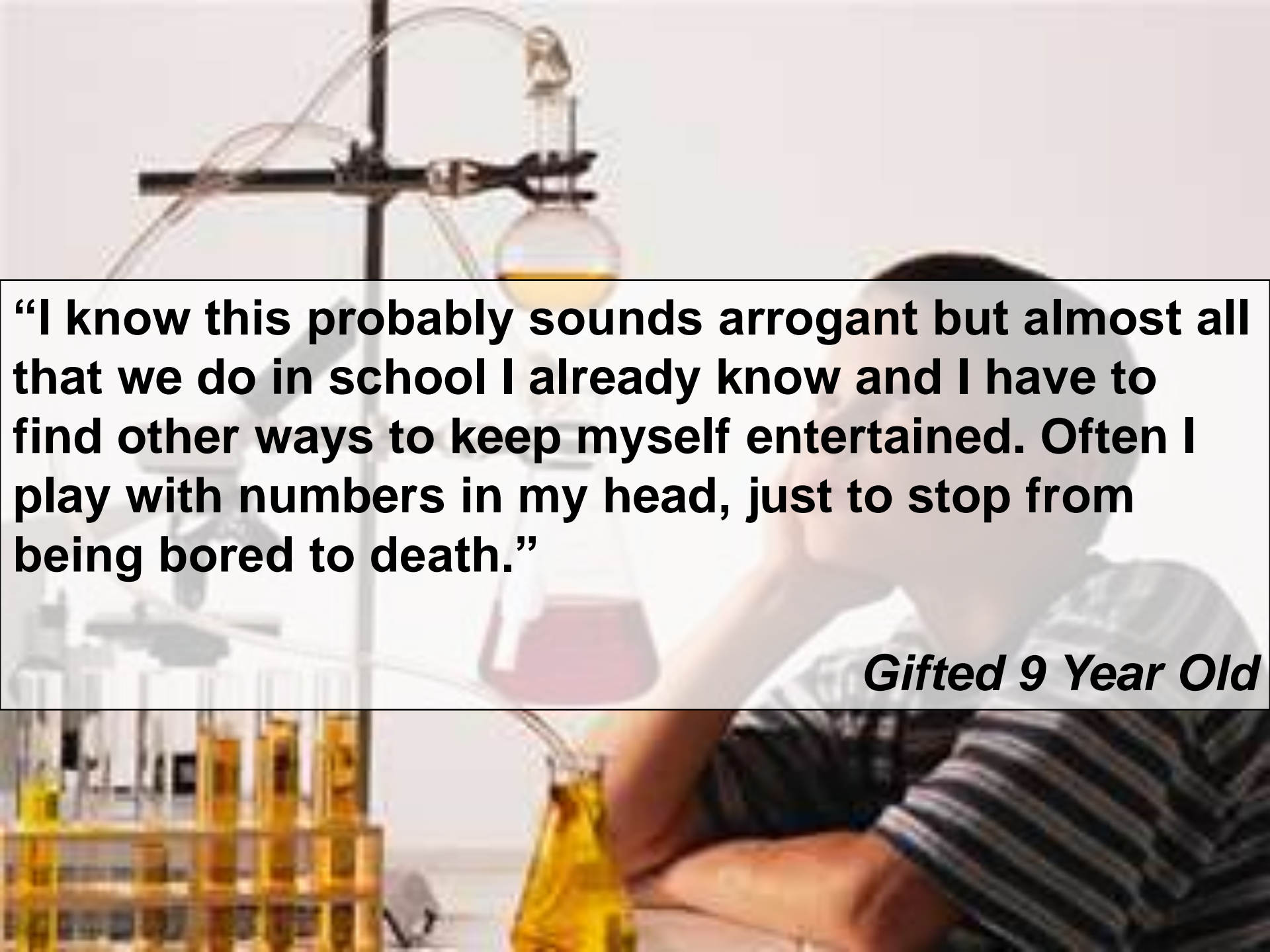
The Eight Great Gripes of Gifted Kids

- 1. No one explains what being gifted is all about - it's kept a big secret.**
- 2. The stuff we do in school is too easy and it's boring.**
- 3. Parents, teachers and friends expect us to be perfect, to “do our best” all the time.**
- 4. Kids often tease us about being smart.**
- 5. Friends who *really* understand are few and far between.**
- 6. We feel too different and wish people would accept us for what we are.**
- 7. We feel overwhelmed by the number of things we can do in life.**
- 8. We worry a lot about world problems and feel helpless to do anything about them.**

Effective Teachers of the Gifted and Talented

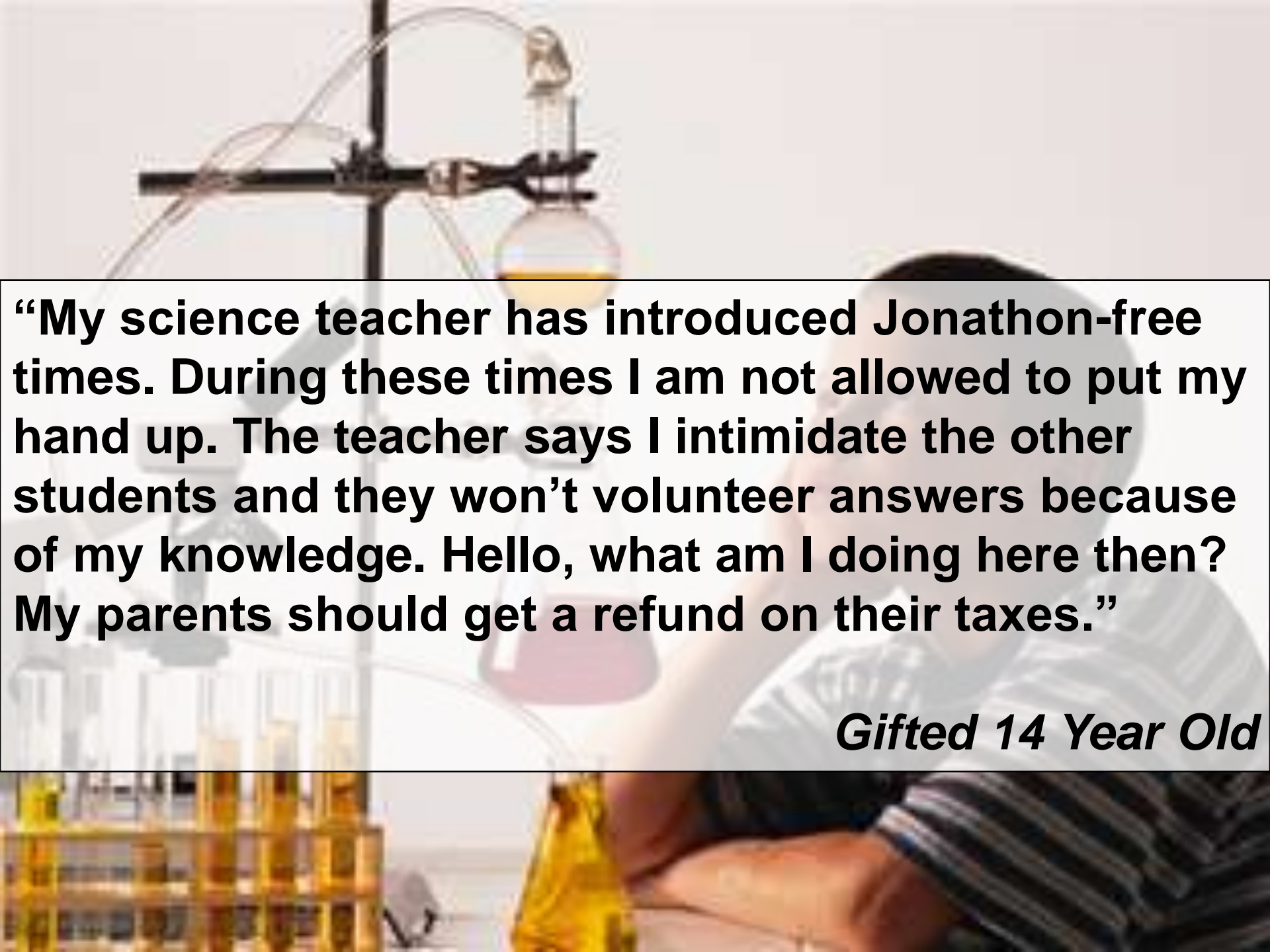


Recognise prior knowledge

A young boy with dark hair, wearing a white lab coat over a striped shirt, is working in a chemistry laboratory. He is leaning over a table, looking at a flask. In the background, there is a complex glass apparatus with a round-bottom flask containing a yellow liquid, connected to other glassware by tubes. In the foreground, there is a rack of test tubes containing yellow liquid and a flask with yellow liquid. The boy's face is partially obscured by the text overlay.

“I know this probably sounds arrogant but almost all that we do in school I already know and I have to find other ways to keep myself entertained. Often I play with numbers in my head, just to stop from being bored to death.”

Gifted 9 Year Old

The background image shows a chemistry laboratory setting. In the foreground, a student with dark hair, wearing a blue and white striped shirt, is looking towards the camera. Behind them, there is a complex glass apparatus on a metal stand, featuring a round-bottom flask containing a yellow liquid, connected by tubes to other glass components. To the left, a rack of test tubes filled with yellow liquid is visible. The overall scene is brightly lit, typical of a classroom or lab environment.

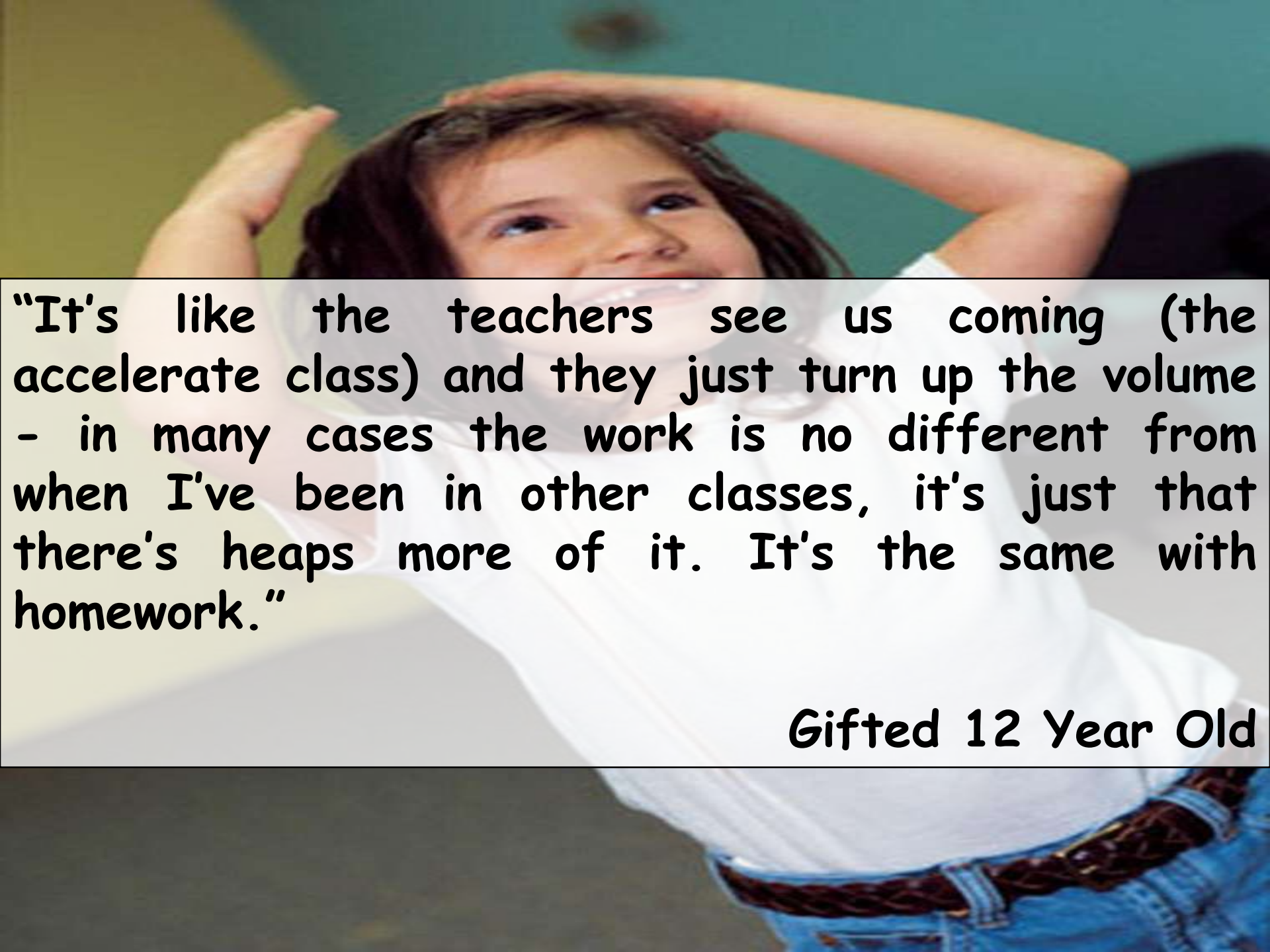
“My science teacher has introduced Jonathon-free times. During these times I am not allowed to put my hand up. The teacher says I intimidate the other students and they won’t volunteer answers because of my knowledge. Hello, what am I doing here then? My parents should get a refund on their taxes.”

Gifted 14 Year Old

Effective Teachers of the Gifted and Talented



Differentiate qualitatively and quantitatively




"It's like the teachers see us coming (the accelerate class) and they just turn up the volume - in many cases the work is no different from when I've been in other classes, it's just that there's heaps more of it. It's the same with homework."

Gifted 12 Year Old



"Everything just seems to be moving ever so slowly. I seem to be always waiting for others to catch up."

Gifted 7 Year Old



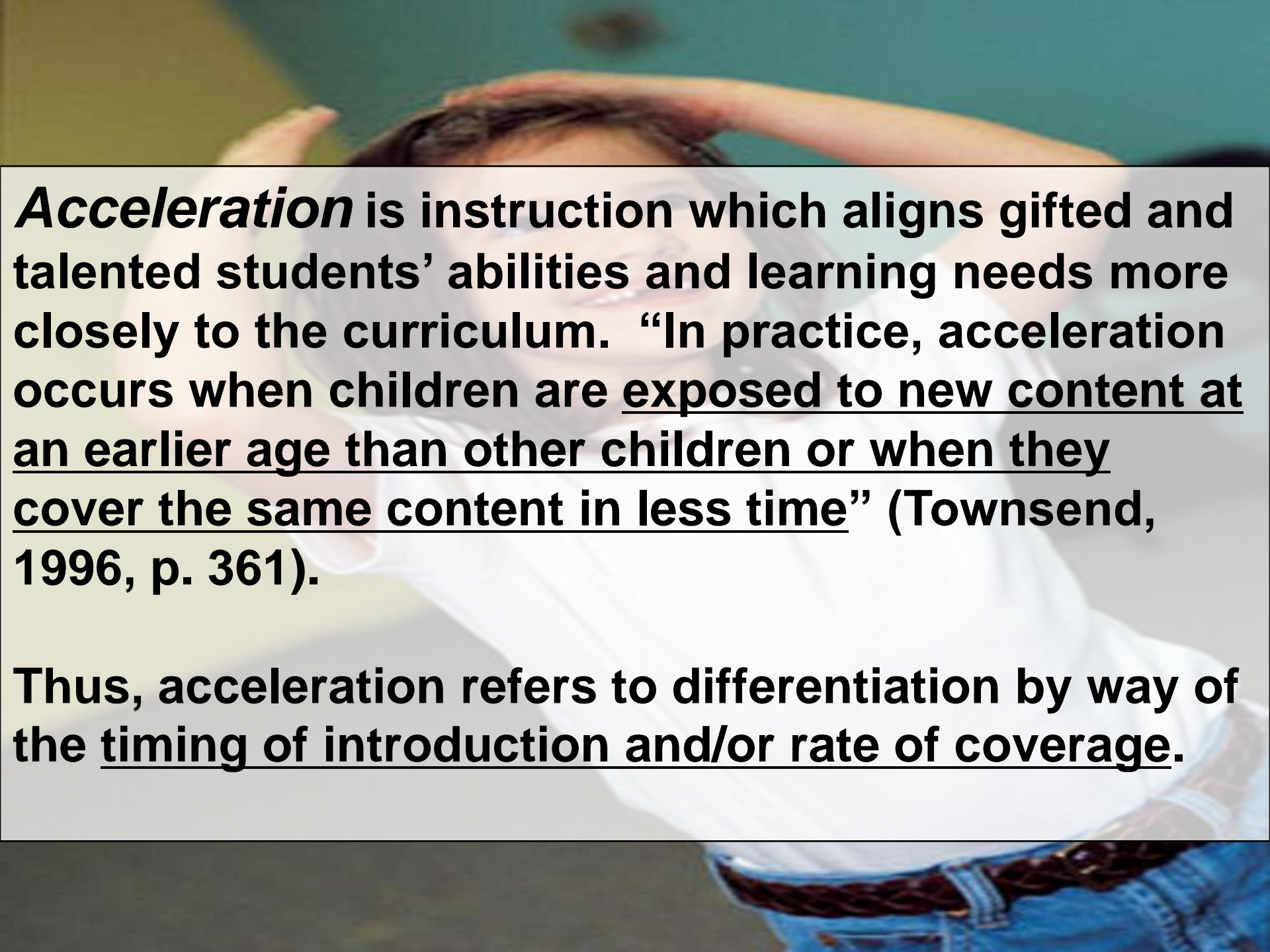
Enrichment refers to “learning activities providing depth and breadth to regular teaching according to the child’s abilities and needs” (Townsend, 1996, p. 362).

Enrichment activities normally are in addition to and different from the regular classroom activities, by way of offering challenge.

REVISED TAXONOMY

Level

REMEMBERING	Can the student <u>recall</u> information? Recognise, list, describe, identify, name ...
UNDERSTANDING	Can the student <u>explain</u> ideas or concepts? Interpret, exemplify, summarise, infer, paraphrase ...
APPLYING	Can the student <u>use</u> the new knowledge in another familiar situation? Implement, carry out, use ...
ANALYSING	Can the student <u>differentiate</u> between constituent parts? Compare, attribute, organise, deconstruct ...
EVALUATING	Can the student <u>justify</u> a decision or course of action? Compare, attribute, organise, deconstruct ...
CREATING	Can the student <u>generate</u> new products, ideas or ways of doing things? Design, construct, plan, produce ...

A young girl with dark hair, wearing a white shirt and blue jeans, is shown from the chest up. She has her hands behind her head, and her expression is one of concentration or perhaps frustration. The background is a soft, out-of-focus teal color.

Acceleration is instruction which aligns gifted and talented students' abilities and learning needs more closely to the curriculum. “In practice, acceleration occurs when children are exposed to new content at an earlier age than other children or when they cover the same content in less time” (Townsend, 1996, p. 361).

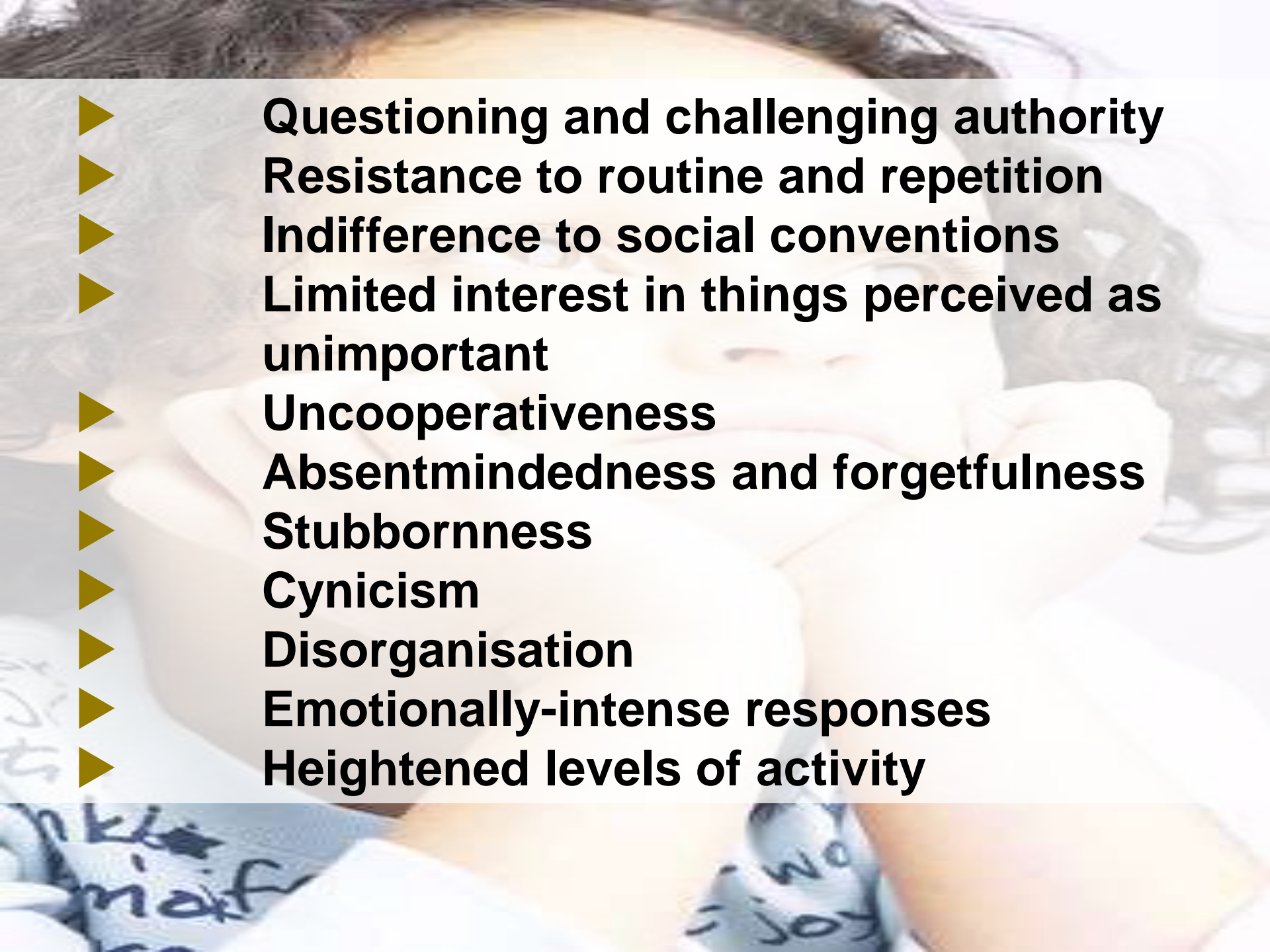
Thus, acceleration refers to differentiation by way of the timing of introduction and/or rate of coverage.


Effective Teachers of the Gifted and Talented



🕒 Value creative and divergent response, and make it safe to be on the margins



- 
- ▶ **Questioning and challenging authority**
 - ▶ **Resistance to routine and repetition**
 - ▶ **Indifference to social conventions**
 - ▶ **Limited interest in things perceived as unimportant**
 - ▶ **Uncooperativeness**
 - ▶ **Absentmindedness and forgetfulness**
 - ▶ **Stubbornness**
 - ▶ **Cynicism**
 - ▶ **Disorganisation**
 - ▶ **Emotionally-intense responses**
 - ▶ **Heightened levels of activity**



“ My best to years at school were in a class for gifted students. I felt totally safe to be myself. I even played a woman in a class play - something I would never have done in any other class. If is hadn't been for this class and this teacher, school probably would have robbed me of my creativity. I thought university would be better in this regard - it was not. ”

Gifted Adult

Effective Teachers of the Gifted and Talented



Offer real challenge, encourage persistence and perseverance and reward effort



The Eight Great Gripes of Gifted Kids

1. No one explains what being gifted is all about - it's kept a big secret.
2. The stuff we do in school is too easy and it's boring.
3. Parents, teachers and friends expect us to be perfect, to “do our best” all the time.
4. Kids often tease us about being smart.
5. Friends who *really* understand are few and far between.
6. We feel too different and wish people would accept us for what we are.
7. We feel overwhelmed by the number of things we can do in life.
8. We worry a lot about world problems and feel helpless to do anything about them.



"If you manage any people or if you are a parent (which is a form of managing people), drop everything and read *Mindset*."

—GUY KAWASAKI, author of *The Art of the Start*

mindset

THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

*parenting
*business
*school
*relationships

CAROL S. DWECK, Ph.D.



an *entity* view

- **Intelligence/ability is a fixed or stable trait, and unevenly distributed among individuals**
- **You-either-have-it-or-you-don't and "it" can be accurately judged by others and "it" can't be improved or increased much**



an incremental view

Intelligence consists of an ever expanding repertoire of skills and knowledge that can be increased through effort and figuring out successful strategies



an entity view

Goal: To perform well and look smart, even if sacrificing learning (since negative evaluations are signs that I am not smart enough to succeed and there's only a fixed amount of smartness)



an entity view

Failure often results in “Why bother? I’m just not smart enough to do any better.”

“Only a few students can get top marks”

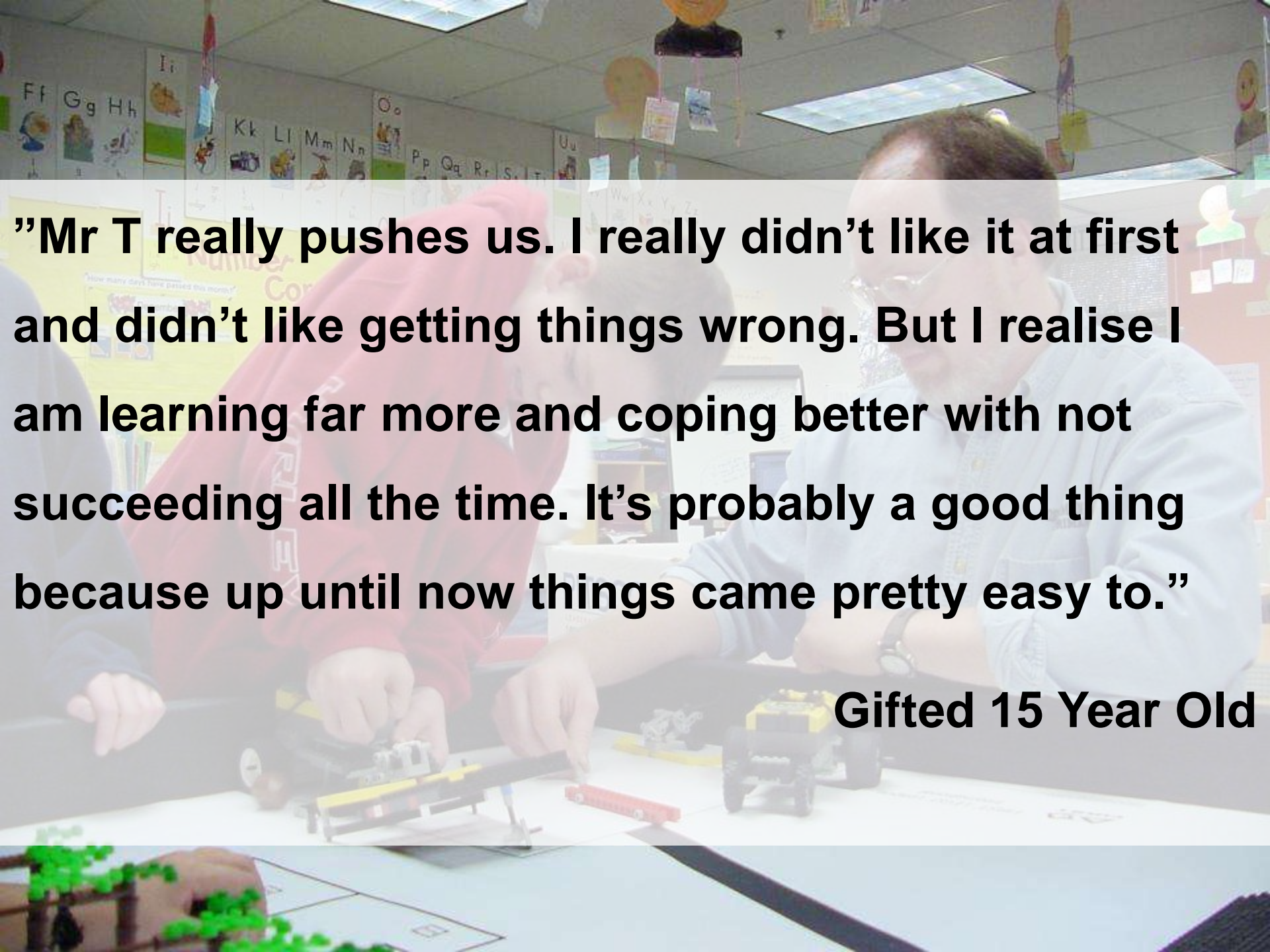
“I just can’t get this.”

Or externalise — poor teacher, unfair or limiting conditions



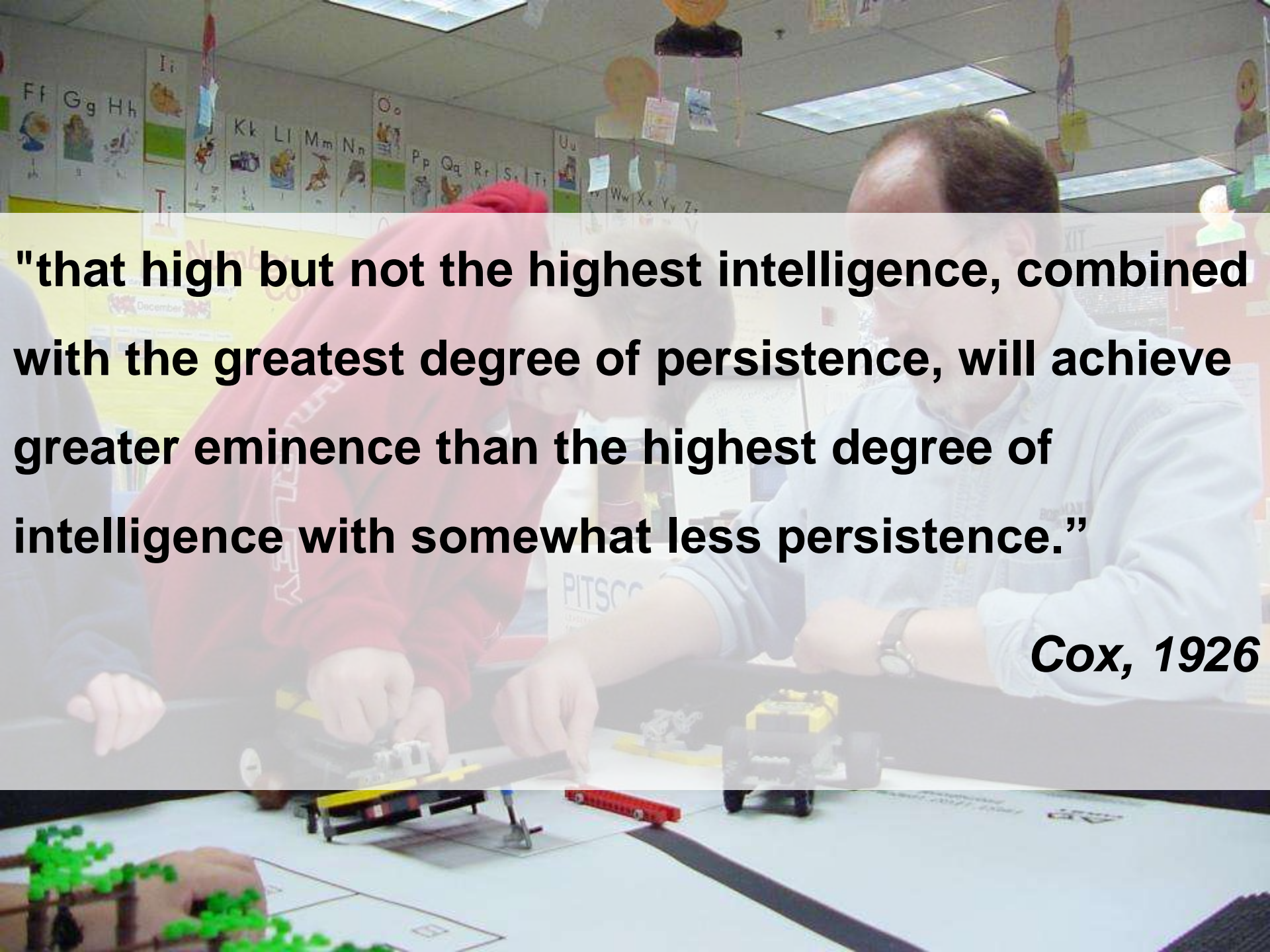
an incremental view

- ✓ **Failure encourages more practice and study**
- ✓ **Failure → work harder, don't give up**
- ✓ **Seek out challenges**
- ✓ **“Making mistakes is part of learning”**
- ✓ **“The harder you work at something, the better you will be at it”**
- ✓ **Strategy after difficulty → more effort, strategy seeking**

A photograph of a classroom setting. In the foreground, a student in a red hoodie and a teacher in a light blue shirt are working together on a table. They are building a LEGO robot. The student is on the left, leaning over the table, and the teacher is on the right, also leaning over. They are both focused on the task. The table is covered with various LEGO bricks and a small robot. In the background, there are educational posters on the wall, including one with the alphabet and another with numbers. The text is overlaid on the image, centered and in a large, bold, black font.

"Mr T really pushes us. I really didn't like it at first and didn't like getting things wrong. But I realise I am learning far more and coping better with not succeeding all the time. It's probably a good thing because up until now things came pretty easy to."

Gifted 15 Year Old

A photograph of a man and a young child sitting at a table in a classroom, focused on building a LEGO Technic car. The child, wearing a red hoodie, is on the left, and the man, wearing a light blue shirt, is on the right. They are both looking down at the LEGO pieces on the table. The background shows a classroom wall with alphabet cards (Ff, Gg, Hh, Ii, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz) and a calendar. The text is overlaid on the image in a large, bold, black font.

"that high but not the highest intelligence, combined with the greatest degree of persistence, will achieve greater eminence than the highest degree of intelligence with somewhat less persistence."

Cox, 1926



“After curiosity, this quality of concentrated attention is what creative individuals mention most often as having set them apart ... Without this quality, they could not have sustained the hard work, the ‘perspiration’.”

Csikszentmihalyi,

1996

Effective Teachers of the Gifted and Talented



Provide optimal experiences

TALENTED TEENAGERS

**THE ROOTS OF
SUCCESS & FAILURE**

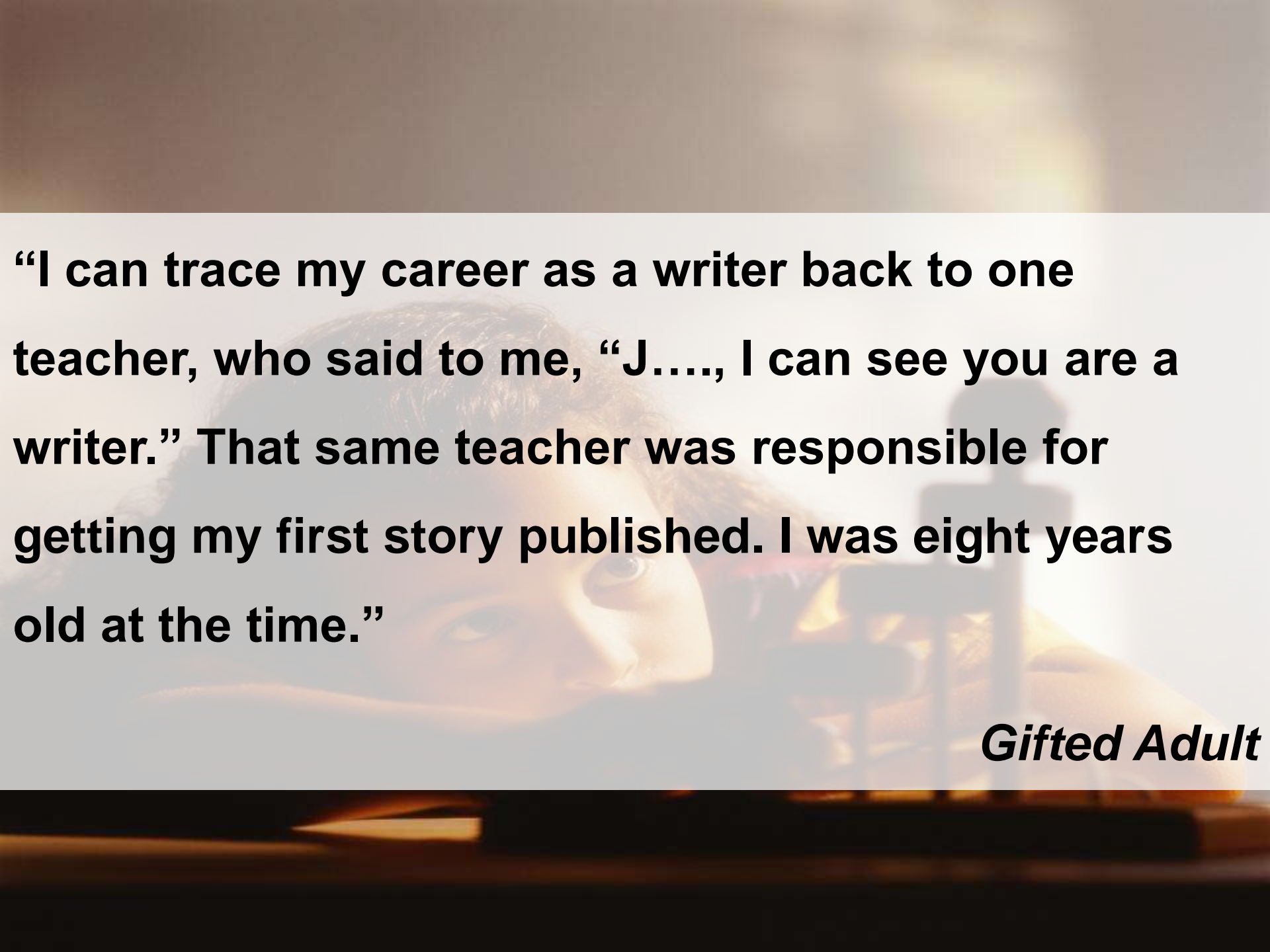


**Mihaly
Csikszentmihalyi**

**Kevin
Rathunde**

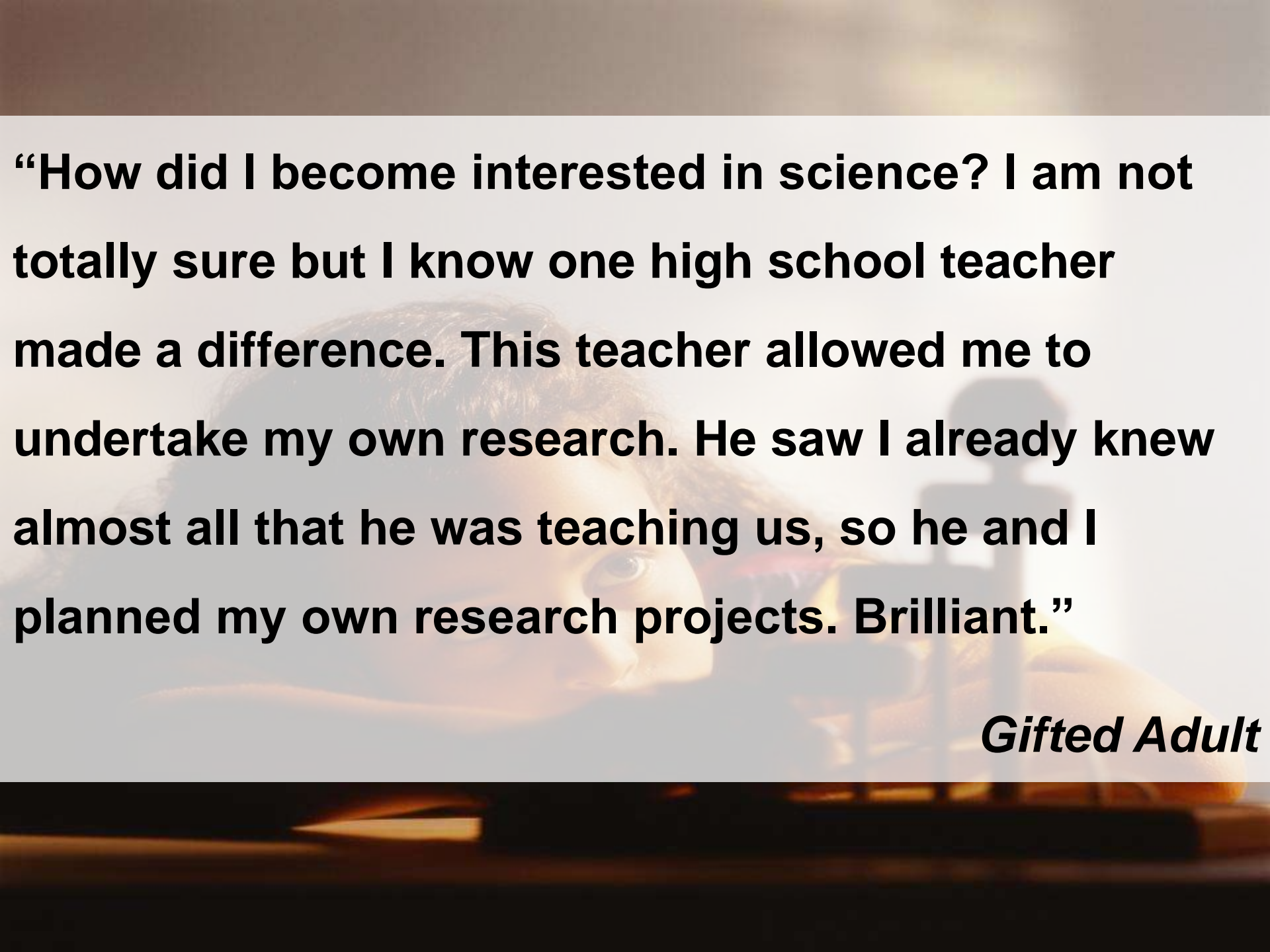
**Samuel
Whalen**

**With Contributions by
Maria Wong**

A young girl with dark hair is resting her head on her hand, looking down thoughtfully. The background is a warm, golden-brown color with a soft, out-of-focus light source. The text is overlaid on the image in a bold, black font.

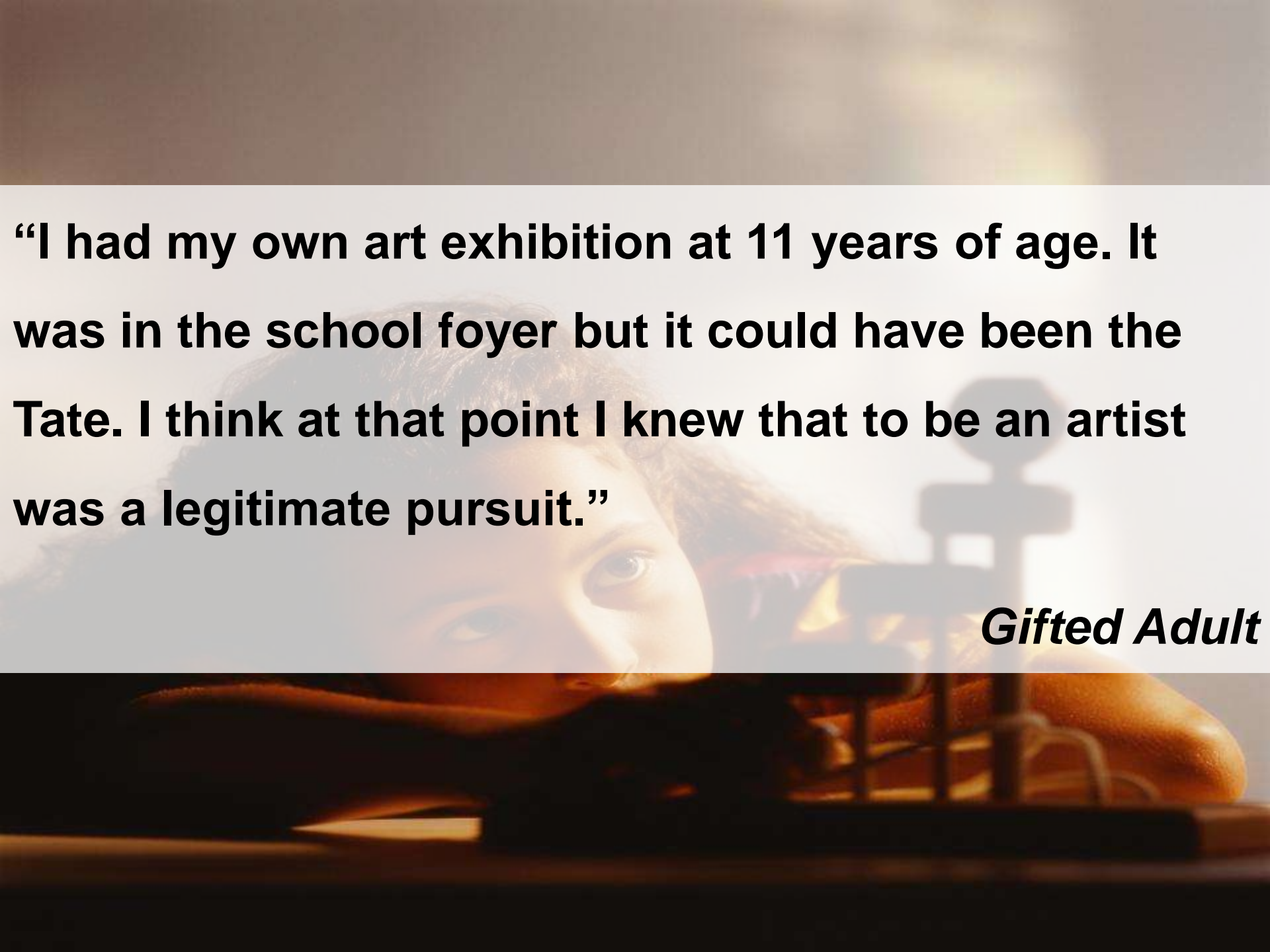
“I can trace my career as a writer back to one teacher, who said to me, “J...., I can see you are a writer.” That same teacher was responsible for getting my first story published. I was eight years old at the time.”

Gifted Adult

A young girl with dark, curly hair is looking through the eyepiece of a microscope. The scene is dimly lit, with a warm, golden light source in the background, possibly a lamp or a window, creating a soft glow. The girl's face is partially visible as she focuses on the microscope. The background is slightly blurred, showing what appears to be a laboratory or classroom setting with some equipment and a desk.

“How did I become interested in science? I am not totally sure but I know one high school teacher made a difference. This teacher allowed me to undertake my own research. He saw I already knew almost all that he was teaching us, so he and I planned my own research projects. Brilliant.”

Gifted Adult



“I had my own art exhibition at 11 years of age. It was in the school foyer but it could have been the Tate. I think at that point I knew that to be an artist was a legitimate pursuit.”

Gifted Adult